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BULLETIN

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The Challenge to a Reorientation of Service

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(Discussion of Address given by Miss Martha Godwin of the Child Welfare Association, Atlanta, Georgia, on "Reorientation of a Private Organization's Field of Service," at the Southern Regional Conference, Atlanta, March 12, 1938.)

EIGHTEEN years ago a Mothers' Assistance Bill was before the State Legislature of Tennessee. The Chairman of the Woman's Board of an orphanage in our State rushed into the Legislative Committee hearing, breathlessly declaring, "I am against that Bill, it will take all the children out of my institution." Through all these years I regarded that as a choice story—I thought the joke was on her—"Why, of course, that is what we expected it to do." Had not the White House Conference of 1909 proclaimed the principle that "no child should be removed from its home because of poverty," and were not our orphanages full of children with one or both parents living—many of whom had been committed for this very reason?

The above-mentioned Mothers' Assistance Bill was passed, but was so emasculated by amendments that it was left entirely optional with the counties. Only four in the State ever availed themselves of its benefits and only one to any appreciable extent. For the most part we continued to send children to institutions, for the simple reason that there was no other resource to care for their dependency.

Last year we enacted the legislation giving us Aid to Dependent Children and Child Welfare Services, along with other Social Security benefits. One of our first projects was set up in a very large and a very old institution in the hope of relieving its overcrowded condition. This study, however, very soon brought the disillusioning realization that among other difficulties, when long-time institutional care has been the sole program for child welfare, few returns to their own homes can be effected, because the fragments of these homes have become too widely scattered over

a long period of years to make possible any sort of rehabilitation.

It is not surprising that the amazing speed with which public agencies have expanded should leave the private agencies, and all of us, for that matter, a little groggy, yet when we are daily confronted by the fact that there are yet many children not receiving adequate assistance, then we may feel certain that it is not a question of elimination that is before us, but one of readjustment of function—or reorientation.

While the expansion of public service for a time may have seemed to constitute a threat to the private agencies, yet the very rigidity of public programs leaves gaps which at once should become a challenge to the private agencies, opening the way for a specialized service to children not now receiving proper care.

In one community a new worker came to head one of its oldest child-caring institutions. He found deplorable conditions there—inadequate and untrained staff, unsuitable diet, limited school facilities, no medical care, no money with which to make improvements, overcrowded conditions—two sleeping in single beds, complete isolation. Some of the children were backward, some feeble-minded, blind, deaf, crippled. This superintendent realized that in social work, as in everything else, we are living in a changing world. His mind was open to new opportunities to serve needy children, so—looking over the field he found that there were many orphanages, while for children needing convalescent care there was not a place to be found anywhere in the whole community. The plant, located twelve miles in the country, has a large acreage with several large buildings—there is ample space for cows, chickens and garden—there is a whole world of sunshine, fresh air, rippling streams and shady hill-sides. With his understanding of community needs and the leadership necessary to break away from the

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old order, the place was soon converted into a convalescent home and thus is serving a need in the community heretofore not even seriously considered, much less fulfilled.

One denomination in Tennessee having supported an institution for fifty years, in which it cared for an average number of forty-three children, through the leadership of its bishop has come to realize that the church must justify its existence by the service it renders, and that this service, to be effective, must be rendered to the children—and that food and shelter for forty-three children is not enough. The old building is being renovated and remodeled and will serve as a unit in the enlarged program of service to children, not only within the church, but to others as well. A qualified superintendent has been placed in charge of this phase of the church's activities. Working under him there will be a case worker, a psychiatrist and a physician. In addition to these, a committee of church women will handle transportation and other similar problems. The church will coordinate its activities with those of private and public agencies within its area. With these services available, it will be possible to select at intake those children requiring the type of service this institution has equipped itself to give, also to use the institution as a study home but never as a substitute for the child's home, if it is possible to work out a satisfactory plan for the child to stay in its own home, or in a boarding home. In the preliminary studies that have been made it is believed that the church will serve annually from three to four hundred children, instead of the forty-three it has been caring for in its institution.

Private agencies are bringing us some exceedingly interesting problems, are asking some interesting questions and are making some interesting observations. Some are evaluating their services in the light of what we have now and what we now need, asking whether the old-established function meets the need of the child in the community today. Many are proving their willingness to work our programs jointly with the public and with other private agencies, each supplementing the services of the other. Some are still blocked by the limitations they see in the public agency—the limited authority, the pressure groups, inadequate appropriations, the unsatisfactory Civil Service, no limit on intake, except in the amount of the appropriation.

I am able, however, to be not too envious of the private agency in its freedom from politics, for I can recall in the board of one private institution a brand of politics that made the performance of rival political factions on Capitol Hill look like child's play. I can

be not too uneasy about the unlimited intake on the part of the public agency as compared to the policy of the private agency, for has it not been the boast of many an orphanage through forty or fifty years that "no child is ever turned away from our door"? Let us not be too critical of the public agency on account of its personnel—as long as we are able to recall the seventy-eight-year-old aunt of a prominent member of the Ladies' Auxiliary, who was put in full charge of the work of that agency, because no one wanted to offend the prominent member of the Ladies' Auxiliary and no one had the heart to say that this old lady, affluent and socially prominent all her life, now in reduced circumstances, might not have the satisfaction of demonstrating her ability to be self-supporting at this ripe old age. If, in public agencies, programs are restricted by law and by appropriation, in private agencies they may also be restricted by the rigid determination of a board member, tradition-bound, who refuses to modify the agency's program, even after modification has been shown to be wise and desirable.

After all, one fact stands out—it is the child and his family we are interested in and to whom we have a solemn responsibility. When a child becomes ill physically, a physician is called—if hospitalization is necessary he is removed at once to a hospital, nurses are placed in charge, a surgeon may be needed, and an operating room, also an anesthetist, a blood transfusion—the laboratory plays an important part, the dietitian has a distinct service to render and finally the nursing back to health at home, or in a convalescent home, through which entire period the various agencies function so smoothly that one scarcely realizes the whole performance is not done by one agency, but that it is done by a number of agencies, all bent to one end—the recovery of the child. Such a perfect acceptance of the responsibility of a specialized job on the part of our social agencies, such perfect cooperation and coordination, will be a long time in coming, but with the relief which is sure to come to private agencies they will have the opportunity to do some investigating, some exploring, some research, to find in what ways we are helping the child and just as honestly to show the ways in which we are hurting him. Who will be willing to conduct a study to show the tragic consequences of requiring parents to surrender legal custody of children needing only temporary care outside their own home? Who will show us the gain to society by the punishment of the unmarried mother for having transgressed the moral code, by taking her child just at the time when she is

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Eastern Regional Conference

Philadelphia, Pennsylvania, April 21 and 22

Reported by JOHN E. DULA

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Department of Social Welfare, New York City

IN the last five years the number of children being cared for by public funds has practically doubled. Whereas in 1933 some 284,000 children were living in families receiving Mothers' Allowances, in 1938 some 542,000 children are members of families obtaining assistance under the broadened provisions of the new-named federal category, Aid to Dependent Children. Further, federal funds are being disbursed to some forty-six states and territories to develop and improve the service of public welfare departments to children.

These facts were cited by Mr. Carstens before the five hundred delegates to the Eastern Regional Conference of the Child Welfare League of America and the National Association of Training Schools as indicative of the first real development of a national program of child welfare. In the light of this program, under which governmental units have assumed responsibility of caring for many children heretofore cared for by private agencies, where is the private agency going to figure? Does it still have a function in the community it serves? How can it do best that which it can and should do?

These questions which staff, board members, and interested persons are asking every day of the private children's agency and institution were posed and answered in the five main sessions and six round-tables of the Philadelphia Conference.

The development of a nation-wide child welfare program, Mr. Carstens emphasized, should be welcomed by everyone interested in adequate service to children. For the public program based on taxation assures broader "coverage" of the needs of children than formerly was possible because of the limited support of private agencies. Now the child "living off the main road" stands a better chance of attracting attention than he did when the private agency, because of insufficient funds, had to direct its energies to concentrated areas. Because of the unifying factors of national auspices a child now is not so unfortunate as previously because he happened to be born in a particular state which had no provisions for helping him.

Such "coverage," Mr. Carstens predicts, will undoubtedly bring fewer children under the care of the private agency. The emphasis of recent legislation is upon keeping children, wherever possible, with their

own families or relatives. By and large, then, children reaching the stage of foster care will present difficult problems of health, behavior, etc. Although public agencies are rapidly developing higher standards of service, for some time to come their caseloads are going to be so high that they will not be able to give that specialized and intensive service that the difficult child requires. By controlling their caseloads and selecting carefully those for whom they will care, the private children's agency can "supplement" the public program by meeting the needs of the difficult children.

In assuming this supplementary function private agencies will not only have to revise their programs and raise the quality of their staffs, but also they will have to be continually alert to the groups in their particular communities which are needing service not yet provided either through public or private sponsorship.

Speaking to this point, Mrs. Elizabeth McCord deSchweinitz, at present on leave from the Federal Bureau of Public Assistance to work with the Philadelphia Child Guidance Clinic, outlined some of the universal principles of community planning which can be discerned when someone applies to an agency for help. All social workers should strive to see that the social services available are meeting all the problems the clients of their communities bring. What social service is not provided in a particular community? What do people ask for and cannot get? What services are being duplicated by the various agencies? Internally, is the structure of the agency such that workers know what they can do; that the operation of extending help is simple enough for them to work effectively and economically for their clients? How can social workers "galvanize" the community to get behind an agency and support it? Are they interpreting their services to the public? Are they providing participation for interested laymen in the work in which they are collaborating?

These questions and the methods they imply are especially pertinent for all child-caring agencies, private and public, at this time of reorienting functions to assure both coverage and adequacy of service.

In gearing programs and staffs to care for the more

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BULLETIN

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C. C. CARSTENS, Editor

The Bulletin is in large measure a Forum for discussion in print of child welfare problems. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

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Reconditioning Our Children's Institutions

THE staff of the League has frequent opportunities to visit children's institutions. We find in general that institutions have improved in their outward appearance and in their kitchen and sanitary equipment. Metal fire escapes are rarely absent, battleship linoleum and similar substantial floor coverings are found where most needed.

Some institutions have provided individual rooms for children. These are usually well equipped, and the children have expressed their own tastes and desires by adding such pictures and knick-knacks as they can find. Dormitories, though usually clean, are left rather dreary places for the children to live in. Even when not crowded they rarely have anything attractive in them to develop and satisfy esthetic tastes in the children, nor is there a place to put personal possessions. If we are to continue to have dormitories, something must be done to make them more attractive. There are many simple ways of doing this through the addition of colorful posters, bright but inexpensive hangings, and the use of quick-drying fresh paint on drab old furniture. A re-decoration project participated in by the children can be of distinct value to all concerned.

Some institutions have built cubicles in the dormitories since rarely can these be rebuilt into rooms. The cubicles are apt to be crowded and somewhat dark, but even so they lend themselves to the expression of individual taste and make a place which the child can really consider his own. Whenever possible they should be large enough to allow for the keeping of the child's personal property within the room.

Dining-rooms have long been the least attractive spots in many of our institutions. Here too, with the use of simple, colorful decorations and small tables, a much more attractive setting may be created. It

is highly desirable that the table equipment should be that of the ordinary family home rather than simply a plate and mug, as still may be found in some institutions, in order that the boys and girls may learn their normal use.

In some instances we still find practically unused parlors and directors' rooms set apart for special occasions, even though there is little opportunity for play and recreation rooms elsewhere. There is need for the further development of living-room space where children may quietly play, read, or listen to the radio. The settings which give the children no opportunity for this relaxation are not adequately meeting their needs.

These are but a few suggestions for physical reconditioning. Another time, as much, or more, space might be given to the subject of intellectual and emotional reconditioning.

—C. C. CARSTENS

Eastern Regional Conference

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difficult child now requiring service in face of expanded public welfare legislation, private agencies must know their children thoroughly. The round-tables in Philadelphia opened consideration of this matter by stimulating discussion upon such subjects as, "what constitutes good daily programs for children in institutions," "in training schools," "relating the institutional experience to community living." Further discussion on "community planning" and on the function of a "citizens' committee in a county children's program" was held.

Mrs. Lucy Sprague Mitchell, of the Bank Street Cooperative School for Teachers in New York City, gave a definite picture of what workers must know of the children for whom they are caring. Talking from her experience as a teacher and as a mother, she described the "stages" through which children of various "ages" move on the road to independence and maturity. She pleaded, as did Miss Elsa Ueland, who introduced her, that social workers learn a fact which caused much commotion when teachers discovered it a few years ago—children grow! And as they grow, they will profit by certain laboratories made available to them during their various stages.

When a child is passing through the infancy stage, up to six years, wherein he feels with his whole body rather than a local part, laughs and cries with his legs and arms and body, and wherein he is exploring himself and finding others only as an extension of himself,

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his laboratory should consist of materials which will enable him to find rich muscle and sense experiences.

As he enters the next or latency stage, and begins to question why a thing works the way it does, his interest in science is dominant. Here adults can help him attain standards beyond his execution. This is the time when shops, equipment, and games providing him a chance to "work off steam" are in order. Because of this interest, many teachers propose postponing reading and writing which are out of step with the child's demands during this period.

In adolescence, the child begins to see the whole world in relation to himself, mainly in an economic connection. Social thinking begins, and what this is will depend upon the people in his milieu. Wrangling, quarreling, unfairness of adults may cause him anxieties and block his growth toward maturity.

These are the "stages" of the "ages" of children that give valuable points to the reorientation of programs of agencies. In order to enrich the lives of children during these stages, adults in constant contact with them must be enriching their own lives through association with others different from themselves.

Following the theme begun in the round-tables and described more fully by Mrs. Mitchell, Mr. Cheney C. Jones, Superintendent of the New England Home for Little Wanderers, talked specifically of the task before the children's institutions. There is need for institutions offering specialized services, but reorientation of existing institutions which represent investments in plant and property will be difficult to make. Drawing his analogy from Dr. Keller's "Man's Rough Road," Mr. Jones stated that institutions are facing an "awkward situation" and they must ask of themselves the question that man has always asked when confronted with difficulties, "What can I do?" The child entering the institution constitutes an "awkward situation" and the institution must know what it can do. In light of the more difficult child requiring foster care, it can no longer depend upon "rule of thumb" knowledge but must utilize the skills of doctor, social worker, psychiatrist and psychologist in understanding its children.

Case work ideas and practices should profoundly influence institutions to extend service to the child on the basis of his own individual needs. All staff members must understand discipline, find out how to use a routine and when dare to break it. They must be able to give warmth to children who are fearful and insecure because it was lacking in their previously disturbed environments. To give their utmost the staff must have "decent hours and decent living con-

ditions" so that their individual lives will be well balanced. In facing the "awkward situation," which foster care presents more acutely than ever before, institutions must ask: Are we equipping ourselves with the staffs which enable us to understand and help the child for whom we assume responsibility?

Simultaneously with Mr. Jones' discussion, a paper outlining the "Change in Parent-Child Relationships Through Psychological Treatment" was presented by Miss Marion Nicholson, Supervisor, Philadelphia Child Guidance Clinic.

With the luncheon meeting on Saturday at which Mrs. Leighton Dorsey, Board Member, St. Michael's Home for Babies of Wilmington, spoke on "The Diary of a Board Member," the Philadelphia Conference ended. The Conference had clearly presented the necessity of reorientation which must now take place as the private agencies expand their specialized children's services, supplementing the enlarged activity of public departments.

The goal of both public and private groups is the same—better service to all children who need it whatever their community may be. The situation is filled with challenges!

Child Labor in the Tiff Mines

THIS is a most revealing investigation of child labor in a little known mining industry. The study was made by the National Child Labor Committee in Washington County, Missouri, during 1937. Photographs of children at work were taken, and general information secured concerning working and living conditions. This inquiry revealed wide-spread illiteracy on the part of both parents and children—malnutrition, disease, child marriage and shockingly poor, overcrowded housing.

The word "tiff" is generally applied to the crude ore from which comes the mineral known as barite—a substance finally used in the production of many articles—paint, floor covering, rubber goods, glass products, etc. The story of the tiff miner is a hopeless one. To quote from the report: ". . . a people tugging at their own bootstraps, trying to lift themselves above a starvation level. . . . There is almost complete failure on the part of public agencies to recognize their responsibility. . . . There is urgent and imperative need for action on the entire problem, a common approach from all interested agencies, in order to save what was once a proud and sturdy pioneer stock, now headed towards oblivion."

This pamphlet may be secured from the National Child Labor Committee, 419 Fourth Avenue, New York City, for 25 cents a copy.

A Child Welfare Curriculum

MRS. ALICE LEAHY SHEA

Associate Professor, Department of Sociology and Social Work, University of Minnesota, Minneapolis

(Address given at the Annual Meeting of the American Association of Schools of Social Work, New Orleans, January, 1938.)

A CONSIDERATION of the curriculum in child welfare offered by the member schools of the Association of Schools of Social Work is very important as well as timely.

Too often a curriculum in our educational program, like a building of long standing, becomes stunted and overshadowed by the new growth around it. Remodeling a curriculum as well as remodeling a building is necessary if it is to incorporate the new advances in educational content and method. Only in so doing can its place in the total program of training be maintained.

Historically, our courses in child welfare are old. An inspection of the earliest catalogues of our oldest schools reveals their existence. The reason for the latter is evident. Social work for and with children antedates the recognition of the professional field of social work.

What was the content of those early curricula? In the main, they included courses covering the history of the child-caring movement, the rise of institutions, the development of family home care, provisions for the handicapped child, the extent of juvenile delinquency, and the nature and extent of child labor. They attempted in general to set forth the principles and philosophy of child protective work and were focussed primarily for students who would subsequently be engaged in the care of the dependent and neglected child. Field experience was practically non-existent. What existed was limited almost entirely to the placement of children in substitute homes. Neither field experience nor subsequent professional placement was open in institutions caring for the delinquent.

The establishment and spread of juvenile courts brought an observable expansion in our child welfare curriculum. Although the extent of juvenile delinquency, factors in its causation, and treatment were aspects of inquiry and study in the earliest curricula, the juvenile court opened new professional opportunities and in consequence a reciprocal emphasis in professional training. Courses under the captions of Probation and Parole, Juvenile Courts and Probation, the Legal Protection of the Child, and others are in evidence. While opportunities for field training in juvenile delinquency have not been of a universally

good quality, they have steadily improved, and today, if the reports of the American Bar Association and the National Probation Association are reliable, public legal officials are more convinced than ever before of the need of a trained personnel.

The establishment of the United States Children's Bureau in 1912 not only increased the number of positions for social workers interested in children, but through its leadership and the contributions of its studies the first real impetus to a movement of inquiry into child welfare problems was launched. Investigations of the way in which special groups of children lived and worked were undertaken throughout the country. Notable are the Children's Bureau's studies of infant mortality, child labor, juvenile delinquency, illegitimacy, and children's institutions. The consequent effect on our curriculum in child welfare needs no elaboration. Substantial content was added; able students were stimulated to pursue independent studies; the dawn of the children's era was struck.

Roughly contemporaneous with the establishment of the United States Children's Bureau and State Child Welfare Bureaus that followed came contributions to our curricula from specialized fields of study. Pediatrics, public health, nutrition and psychology, each introduced a body of knowledge that greatly influenced the care of children. Their chief findings, namely, the control of communicable diseases, dietary needs of children, the psychology of learning and psychology of conditioning, secured a place in the curriculum of the well-equipped schools of social work. Those who would treat the dependent, neglected pre-delinquent and delinquent child must needs know the significance of these scientific findings. Hence, at this time, a distinct broadening of course instructions is apparent.

Perhaps second to either the force of any single administrative program or to the contribution of any one specialized branch of knowledge are the contributions of psychiatry and the psychology of individual differences to our child welfare curriculum.

With the advent of the former (about 1920), a series of courses, if not available in other departments, were added to the child welfare curriculum. Psychiatry for Social Workers, Human Behavior, Behavior Problems, Child Guidance, The Psychiatric Implications of Social Case Work, Mental Hygiene, and other title

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course captions give evidence of this development. In fact, an entirely new curriculum—psychiatric social work whose major point of focus was the child—appeared at this time. Today the majority of member schools have two or more courses whose content emanates directly from psychiatry.

More significant than the addition of courses dealing explicitly with psychiatry or its application, however, is the influence of psychiatry in case work practice with children. The emotional elements in child placement, in school maladjustment, and in delinquency become factors of study. At this time the old courses take on a new garb. Aspects of human relationships which before were completely neglected are now considered. Further, the admitted limitations of tested psychiatric knowledge have resulted in a more experimental but sounder piece of children's case work. Techniques in treatment take on a more definite form and the art of case work "with" the child rather than social adjustments "for" the child becomes a more distinct reality.

The researches of scholars in child development constitute the most recent contributions to our child welfare curriculum. Joining forces primarily with pediatrics, psychology and sociology, these students have sought to widen our knowledge of the young child. While only the member schools associated with universities have at hand staff specialists in this field, there is a substantial body of literature on physical growth, learning, intelligence, social behavior, and emotional development already available. The value of this material to the professional social worker concerned with the care and training of the child cannot be denied. What the social worker can learn from this group of scholars relative to method of investigation and evaluative research cannot be excelled.

While the foregoing account attempts only a generalized picture of our evolving child welfare curriculum and its remodeling, the detailed evidence is recorded in our professional journals and in the archives of our oldest and most distinguished schools of social work. In the current bulletins of these schools you will find listed, in addition to basic courses in social work, such as the "History and Theory of Social Work," "The Principles of Social Case Work," etc., specific courses in the children's field and some or all of the specialized courses previously mentioned.

The greatest deficiencies in our curriculum in my opinion are two. First, nowhere are field practice opportunities in institutional work adequate. I would include here both institutions for dependent children and institutions for delinquents. While access to

institutions may be difficult, the children therein, who number into the hundreds of thousands, are our responsibility. We spend tremendous amounts of money and energy previous to and subsequent to their residence in these institutions. Yet, why are we so indifferent as to what transpires within the institution? The best psychiatry demands that certain principles of mental hygiene prevail within an institution if residence there is not to be a destructive experience. If we would influence the institutional program, why are so few students given training in institutional administration? You may argue that the institution is a negligible factor in social work with children. If you do so, you are denying the facts.

Second, we are most seriously deficient in evaluative research training. The fact that this deficiency is apparent in all social work specialties does not excuse its absence in children's work. Other professions find children available for study and observation. Perhaps you contend that research runs counter to the very essence of social work whose main purpose is the treatment of people in difficulty. But should you not learn: (1) whether, in the main, the objectives of a system of treatment are being fulfilled? (2) what are the principles underlying effective social treatment on the basis of objectified experience with hundreds of cases, and (3) should you not be able to redefine the methods and even the goals of a system of treatment on the basis of the sum total of facts revealed by intensive study?

Further, you may argue that our work is too personal, too intimate, too confidential. In truth it is not any more personal, intimate, or confidential than the work of a physician.

Whether all students training for professional social work should be schooled in research is another question. Personally, I am inclined to say no. How many should be so trained, I am unprepared to say. Certainly the number and quality of such students should be adequate to the job. And the job will be done. It is for us to decide who shall do it. Perhaps the greatest stumbling block in any program of social work investigation and research today is the defensive attitude of many practising social workers. And for this the schools are responsible. So I would say that the educational leaders in professional training have two main tasks in this connection: (1) to stimulate and prepare a proportionately small number of social work scholars for research; (2) to educate the larger proportion of the future practising social workers to an attitude of receptiveness to research.

I should like to quote one of the finest individual

case workers as well as one of the greatest social work educators—Porter R. Lee.

"Any enterprise which demands the investment of money and skill and which seeks through this investment to serve human need must in its quest for support and recognition stand or fall upon the combination of its objectives, its program, its methods of administration, and its results. Social work has established its objectives, its program and methods of administration much more successfully than it has dealt with the evaluation of results. In this field achievement with few exceptions lies almost entirely in the future."

We are all aware of the full significance of those sections of the Social Security Act directly designed for the protection of children. They carry social work services to the children of the smallest village and to the children of the remotest rural section. No single administrative act or program is its parallel. What the quality of those services shall be is in our hands—perhaps not immediately, but certainly, if public education keeps apace, for the future.

Looking to those future rural child welfare workers, I would say that they should have the best training available in children's work, and in addition they must be, first and last, community leaders. They must know and understand the mores of the people they would serve. They must have ability for community organization. On the latter depends the continuance of the program. Hence our schools of social work must have teachers who are thorough students of the area in which their graduates shall find employment and a program of child welfare training sufficiently flexible to permit the inclusion of rural work and community organization. While the need for the latter may vary with individual students, the probability of its usefulness in a great many cases is very high.

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in greatest need of sympathetic understanding and of constructive help in adjusting her own life? Who will be willing to tell us whence comes the supplementation when relief funds from whatever source leave unfilled gaps in the family purse? The tragedy resulting from our attitude toward the parents of children in institutions would also be an interesting study. Recently this question was raised in a group of institutional people and it was suggested by one of them that we might have a study as to how to keep parents from worrying us to death.

News and Notes

OF INTEREST TO OUR READERS, Two Documents which may be obtained from the American Association of Social Workers, 130 East 22nd Street, New York City.

"Shall They Starve?"—a reprint from *The New Republic* of a recent article by Bruce Bliven, Jr., which points out the inadequacy of meagre relief allowances, growing needs, shrinking resources under local governmental jurisdictions and its effect upon the people involved.

"An Outline of the Position of The American Association of Social Workers in Respect to Governmental Employment, Social Insurance and Assistance Programs"—a pamphlet indicating the conclusions of professional social workers in regard to necessary and desirable next steps to bring about a more equitable national program directed toward the alleviation of suffering and the conservation of our human resources.

Mr. Rowland Marches On

On April 5, 1938, Mr. John K. Rowland, Agent of the Board of Children's Guardians of St. Louis, resigned to take over the position of Secretary-Administrator for the St. Louis Social Security Commission. Mr. Rowland has been with the Board of Children's Guardians since January, 1932, as visitor and later as the chief executive. Under his leadership the Board was reorganized and the Placing-Out Department created. Much progress was made during his period of administration. Doubtless he will carry forward to the Social Security Commission the same courage, resource and imagination—and in his new responsibility we wish him well.

National Conference of Social Work, Seattle, Washington—June 27 to July 2, 1938

At the Annual Meeting and dinner of the League on Thursday evening, June 30, Miss Elsa Castendyck will speak on the subject of Child Placing in the World Today. Miss Castendyck is Director of the Delinquent Division, Federal Children's Bureau, and United States Delegate to the meeting of the Committee on Social Questions, League of Nations, at Geneva. Mr. C. C. Carstens, Executive Director of the League, will be the other speaker at this meeting.

The Conference program for League meetings is nearing completion and will be distributed with the June issue of the BULLETIN which will be issued early in the month.